DOCUMENT RESUME

ED 180 910 SO 012 291

TITLE	Teaching Materials in Law-Related Education.
INSTITUTION	Wisconsin Bar Foundation, Madison.; Wisconsin State Dept. of Public Instruction, Madison.
SPONS AGENCY	Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.: Office of Education (DHEW), Washington, D.C.
REPORT NO	WSDPT-Bull-0080
PUB DATE	[79]
GRANT	76-05-23F-S-2864-6
NOTE	12p.; For a related document, see SO 012 290
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Citizenship; *Community Cooperation; Community Resources; Educational Resources; Elementary Secondary Education; *Legal Education; *Pilot Projects; *Planning Meetings; Program Descriptions; School Community Relationship; Social Studies; Teaching Guides

ABSTRACT

The paper briefly describes a project to develop a model for law-related curriculum in grades K-12. The project was based on the cooperation of community professionals in law-related areas with teachers and school personnel. An outline for achieving effective results in the community team approach includes setting up the community team, procedures for the first meeting, maintaining contact, follow-up, and evaluation. A list of books and community resources is provided and procedures for using guest speakers are outlined. The document concludes with short descriptions of six pilot programs in Wisconsin. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED180910

TEACHING MATERIALS IN LAW-RELATED EDUCATION

developed by

The Law-Related Education Project
of the
Wisconsin Department of Public Instruction
and the
Wisconsin Bar Foundation

Barbara S. Thompson, Ph.D., State Superintendent

Grant No. 76-05-23F-S-2864-6
Wisconsin Council on Criminal Justice

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Wisconsin Dept. of Public Instruction
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

This project was supported in part by funds appropriated under Wisconsin Council on Criminal Justice from the Law Enforcement Assistance Administration. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

SP012 291

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
126 Langdon Street, Madison, WI 53702

Barbara S. Thompson, Ph. D., State Superintendent

Catherine L. Stehly, Ed. D., Assistant State Superintendent
Division of Instructional Services

Arnold M. Chandler, Ph. D., Director
Bureau for Program Development

Kathleen Cruikshank
Project Director 1977-78

Gladys D. Kauffman
Project Director 1978-79

MEMBERS OF THE STATE ADVISORY COUNCIL

FY 78

Donald E. Barnes . . . McFarland
Evelyn Carstensen . . . Monona
James Cripes . . . . Janesville
Kathy Cruikshank** . . . Madison
David Couper . . . . . Madison
Richard DiPrima . . . Middleton
Gary Gerlach . . . . . Milwaukee
H.M. Hartoonian** . . . Madison
Rodney Kittelsen . . . . Monroe
Kristy Knudsen . . . . Wauwatosa
Eric Korbitz . . . . . Monona
Monica McCauley . . . Wauwatosa
Jill Miller . . . . . Madison
Augusto Munoz . . . Shullsburg
Linda Mundt . . . . . Madison
John Palmer . . . . . Madison
Mark Parkinson . . . . Wauwatosa
Dwight Stevens . . . . . Madison
Marcia Weiland . . . . . Madison
Patrick Welton . . . . Wauwatosa
David Zitlow . . . Whitefish Bay

**Chairpersons

FY 79

William Callow . . . . Madison
Arlen Christenson . . Madison
Marcia Coggs . . . Milwaukee
Ada Deer . . . . . Madison
Bob KiLoreto . . . . . Madison
Margie Franke . . . . Madison
Booker Gardner . . . . Madison
Jodi Haack . . . . . Madison
Jackie Jones . . . . . Madison
Jodi Richardson . . . Madison
Brian Shoup . . . . Sheboygan
David Smith . . . River Falls
Curtis Storck . . . . LaCrosse
Allan Strauss . . . Milwaukee
Pamela Thompson . Balsam Lake

INTRODUCTION

The Law-Related Education Project of the Wisconsin Department of Public Instruction and the Wisconsin Bar Foundation began in January of 1977 with a proposal written by Dr. Michael Hartoonian, Supervisor of Social Studies Education for Wisconsin and submitted to the Wisconsin Council on Criminal Justice. Based upon this proposal, Law Enforcement Assistance Administration funds were allocated to the Department of Public Instruction to initiate this effort in law-related education. The goal of the Project was to develop a model for law-related curriculum development in grades K-12, which was based on the cooperation of community professionals in law-related areas with teachers and school personnel. Ten pilot schools were selected on the basis of previous expressed interest in law-related education, and community teams established to support the work of the teachers involved. Each community team consisted of an attorney; a representative each from law enforcement, juvenile court, and social services; a business person; and student representatives to comprise one-third of the total team.

Community teams met with teachers to exchange ideas on the needs of the students, and to learn about the teachers' interests and plans for curriculum development. During the summer of 1977 a week-long intensive workshop was held to bring pilot teachers together with outstanding educators in the law-related education field, and to provide resources and guidance for development of a concrete plan for implementation in the classroom in the following academic year. Further community team meetings were held to identify community resources which could assist the teacher and to acquaint the team with the development of the course or unit. The courses or units were then tested in the classroom, evaluated, and revised. Throughout the year project staff attempted to provide resources as needed.

The following pilot schools were involved in the first year of the project:

1. Eau Claire: Memorial High School
2. Shawano High School
3. Waukesha High School, South Campus
4. Wauwatosa: West High School
5. Whitefish Bay High School
6. Barron Senior High School
7. Phillips High School
8. Janesville: Edison Junior High School
9. Whitehall Public Schools: Sunset Elementary, Pigeon Falls Elementary
10. Milwaukee Public Schools: Law Satellite Center

THE COMMUNITY TEAM APPROACH

The importance of cooperation between school and community members cannot be overemphasized. Those in the law-related professions take for granted a vast number of resources of which the teacher is seldom aware. Teachers, on the other hand, are in a position to draw those outside the school walls into the process of formal education in a way which can enrich the experience of all concerned.

Setting up the Community Team

The team should consist of the following representatives at a minimum.

An attorney
A law enforcement officer
A social services representative
A representative of the juvenile court system
A businessperson
Students

In addition, representatives of parents *per se* or of certain interested civic groups might be appropriate; this depends upon the community.

Because the teacher will be working closely with this group, it is important that he or she be given the initiative in selection of the team members. Suggested procedure is:

1. Identification of possible team members
2. Letter to possible team members from appropriate school administrator, describing the planned curriculum project and the expected responsibilities of the community team.
3. Scheduling of first meeting (probably in the evening)

Once the team has been formed, the teacher should take the initiative for calling meetings, since his or her progress with the curriculum will determine the needs to be met by the team.

The First Meeting

The apparent awkwardness of bringing together people from diverse professions and interests may act as a deterrent to pursuing the cooperative community-school approach. Yet this has invariably been overcome by focusing on the common concern with young people and the law. The following questions have been found useful to get the first meeting going. They should be presented one at a time and discussed in a kind of brainstorming session, with the teacher either taking notes or jotting things on the board so that discussion can be summarized and conclusions reached by the end of the meeting.

3. Upon completion of the trial period.

   This meeting should present the results of the student evaluation of the course or unit, the teacher's evaluation, reactions of the team members, and ideas for the next time around.

Follow-up - Evaluation

The third meeting suggested above is a very important part of the cooperative approach and should not be overlooked. There should be a means of both student and teacher evaluation of the effectiveness of the course or unit, and preferably some means of community team evaluation as well. The results of all these should be presented to the team as a group, both as a step in revision of the course or unit if needed and as a way of confirming the assistance rendered in developing the course. The involvement of the community team in assessing the need for law-related education and constructing an appropriate course or unit merits their involvement in the fruits of success as well.

ESSENTIAL RESOURCES FOR LAW-RELATED EDUCATION

BOOKS

Gerlach, Ronald and Lynne W. Lamprecht. Teaching About the Law, W.H. Anderson Co. (646 Main St., Cincinnati, OH 45201), 1975. 354pp. $9.95. (also available in paperback)

Publications of the ABA Special Committee on Youth Education for Citizenship (1155 E. 60th St., Chicago, IL 60637):

Bibliography of Law-Related Curriculum Materials: Annotated (second edition). 115 pp. $2.00

Gaming; An Annotated Catalogue of Law-Related Games and Simulations. 31 pp. $1.00.

Media; An Annotated Catalogue of Law-Related Audio-Visual Materials. 78 pp. $1.00.

Update on Law-Related Education. Magazine, 3 issues per year, $5.00.

COMMUNITY RESOURCES

Speakers

1. District Attorney
2. Director of County Social Services
3. Court intake workers
4. Sheriff
5. Attorneys
6. Local bar association (Project Inquiry Chairman)
7. Juvenile Officer
8. State Probation and Parole Officer
9. State Patrol
10. Local Judge
11. Circuit Court Judge
12. Game Warden
13. Local Police
14. Morticians
15. Ministers/Priests (ethics)
16. Other teachers
17. Newspaper crime reporter
18. Assistant principals
19. Past delinquents
20. Car dealers
21. Businessmen

Field Trips

1. Police Department tour
2. Police ride-alongs
3. County jail
4. Courthouse (including possible role-play)
5. State Crime Bureau & Lab
6. State Legislature
7. Correctional Institutions

OTHER RESOURCES

The Law-Related Education Project of the Wisconsin Department of Public Instruction :

126 Langdon Street
Madison, WI 53702
(608) 266-5344

The Wisconsin Bar Foundation (Project Inquiry):

402 West Wilson
Madison, WI 53703
(608) 257-3838

USING GUEST SPEAKERS FOR LAW-RELATED EDUCATION

The appearance of a guest speaker in the classroom should be an integral part of the class in which it takes place. You should be clear in your own mind on your objectives for the appearance, and you should be sure that the speaker has a sufficient idea of the course context to work with you toward meeting those objectives.

You should be aware that your guest speakers may be no more at home in the classroom than you would be if thrust into their professional situations, and it is part of your job to help them help you. The following procedure is intended to guide you in arranging for and preparing the guest in such a way as to maximize the benefits for the speaker and your class.

1. Decide on objectives of the guest appearance.

2. Telephone the speaker 4-6 weeks in advance, giving a general idea of the topic you want covered and information as to grade level and the course in which the presentation will take place.

3. Confirm by letter, with the following information:

   course or unit in which presentation takes place
   specific topic of presentation
   objective of presentation within the course/unit
   length of presentation
   number of students
   grade/ability level
   confirmation of date, time, place, how to get there

4. Telephone contact 1-2 weeks in advance to let speaker know any changes in progress of the class. Find out about any equipment needs and arrange for duplication of handouts if desired. Notify speaker that you will be sending on questions which the class has developed if this is appropriate to your classroom approach. Specify the role which you will be playing during the presentation (such as writing new words on the board, helping to elicit questions from the students, etc.) and be sure you and the speaker are both clear on how you will work as a team. You should also make sure the speaker knows what to expect from your class in the way of participation: are they reticent or rambunctious? If you would like to tape the presentation, mention this now also.

5. Prepare the class the week prior to the presentation by:

   developing questions for the speaker
   introducing needed legal terms
   presenting them with problem situations which will lead to
   questions for the speaker

6. Send or deliver the class questions 2-3 days before the presentation if possible.

7. Confirm by telephone the day before:

   meeting place and time
   where to park
   exact directions for getting to the classroom or wherever you plan to meet
   equipment needs and/or handouts

8. Have an alternative plan in case of the unexpected. This is sometimes a problem with attorneys and law enforcement people, and you should be ready for that sudden call into court or out on an emergency.

9. During the presentation, you may want your students to be taking careful notes, and it might be a good idea to suggest a format, including the speaker's name and profession. Let them know also that they will have to do an evaluation of the speaker's presentation afterwards. The purpose is both to help the students focus on the presentation and to give you an idea of its effectiveness, for your future reference. You might want to develop a short form for this.

10. The class period following the presentation, have the students do their evaluations.

11. Be sure to thank your speaker in writing shortly after the presentation. If you feel it is appropriate, you might also ask your students to let him or her know they appreciated the presentation.

In agreement with a grant from the Wisconsin Council on Criminal Justice, Pilot School Units have been published and can be ordered from the Publications Office of the Department of Public Instruction, 126 Langdon St., Madison, WI 53702.

JUNIOR HIGH SCHOOL	TITLE	DESCRIPTION
Janesville Edison Junior High School Dean Einerson James Gallup John Goelzer Keith Mueller Edward Schroeder Robert Williams	Juvenile Deliquency	The special problems that minors face in regard to the law is the focus of this unit. Designed as part of a multidisciplinary 9th grade social studies curriculum.
	Crime and Justice	In this unit students examine and experience the problems of the criminal justice system. Extensive use is made of simulations and resource people. Designed as part of a multidisciplinary 9th grade social studies curriculum.

HIGH SCHOOL	TITLE	DESCRIPTION
Eau Claire Memorial High School William O'Gara	Criminal Justice	An upper-level social studies elective which developed from a contemporary issues course. It is built upon extensive participation of law enforcement and other law-related professionals in the classroom.
Milwaukee: Law Satellite Center Paula Reiton	The American Legal System: A Field Study Approach	A curriculum guide designed to aid communities in the development of a law satellite center program for secondary school students.
Phillips High School Barney Slowey	Freedoms--Your Rights and Responsibilities	This unit looks at the rights and responsibilities of Americans as guaranteed under the Bill of Rights. Special emphasis is put on case studies, simulations and other methods that make the teaching of law come alive.
Waukesha High School, South Campus Nancy Vojtik John Zola Bryan Frame II	Crime and the Law	A social studies elective offered at the 12th grade level. Designed to enable students to develop concepts and attitudes concerning the Criminal Justice System. The focus of the course is a study of criminal law which is accomplished through examination of State and Constitutional Law.

1000-3B02509-79